

Amarillo Independent School District
Elementary Music Standards
Grade 5

[5th Grade Year Plan](#)

1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
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ASSURANCES

By the end of 5th grade the student will:

PRODUCTION AND PERFORMANCE

Singing Alone and with Others

- Match pitch and echo patterns ranging from A-f' using major and minor scales.
- Sing 2 and 3 part rounds/canons, partner songs, 2-pt songs, descants and ostinati in a choral setting responding to the cues of the conductor.
- Sing with accurate intonation, rhythm, articulation, dynamics, tempo, tone quality, and diction.
- Sing music from diverse cultures expressively from notation and memory.
- Demonstrate correct posture and breath control while performing in large and small ensembles.

Movement and Dance

- Move to changes in tempo and rhythm using circle and line dances from diverse cultures.
- Perform musical games and dances from diverse cultures.
- Create movement and dance.

Identifying Symbols

- Identify and interpret known music symbols with the addition of bass clef and grand staff.

Playing Alone and With Others

- Perform on instruments demonstrating accurate pitch, rhythm, tempo, dynamics, phrasing, posture and tone quality.
- Perform major and minor melodies from solfege or staff notation on instruments.
- Perform steady beat in simple, compound and mixed meters on instruments.

- Accompany a song using a variety of instruments, responding to the cues of the conductor.
- Improvise major and minor melodies using classroom instruments.
- Compose and perform short melodic and rhythmic patterns and accompaniments.

READING AND WRITING RHYTHM

Notation

- Read, write, and take dictation using known rhythmic elements and meters with the addition of triplet, 6/8 and mixed meters.
- Begin to read, write, and take dictation using the Eastman Counting System.

Composition

- Compose rhythmic phrases and simple accompaniments using known rhythmic elements and meters.

READING AND WRITING PITCH

Inner Hearing

- Recognize all intervals and patterns formed by known pitches in the major and minor scales.
- Distinguish major from minor modes.

Notation

- Read, write and sign melodic patterns using elements of major and minor scales in solfege and on the staff.
- Read and write all absolute letter names on the treble staff with the addition of the bass staff (grand staff).

Composition

- Compose melodic phrases and simple accompaniments using elements of major and minor scales.

FOCUSED LISTENING

Form

- Identify known musical forms.
- Recognize elements of form such as introduction, interlude, coda, melody, accompaniment, and phrase.

Timbre

- Identify and categorize vocal and instrumental timbres including combinations of timbres, such as male/female voices, strings/brass.

Vocabulary

- Describe musical sounds using known vocabulary with the addition of unison, duet, trio, quartet, lento, adagio, andante, allegro, presto, scale and major and minor mode.

- Describe various musical genres such as play, musical, opera, ballet, suite and symphony.

UNDERSTANDING RELATIONSHIPS

Diversity

- Perform songs, games and dances from diverse cultures.

Connections

- Participate in musical activities that are connected to other disciplines.
- Explore the work of selected composers and identify characteristics of the music that reflects the era in which he or she lived.

Heritage

- Sing and listen to music representative of American and Texas heritage.

REFLECTION AND EVALUATION

Concert Etiquette

- Exhibit audience etiquette during live performances.

Evaluating Music

- Apply appropriate musical criteria in evaluating performances and compositions.

Reflections

- Evaluate music and apply terminology to justify personal preferences for specific music works and styles.